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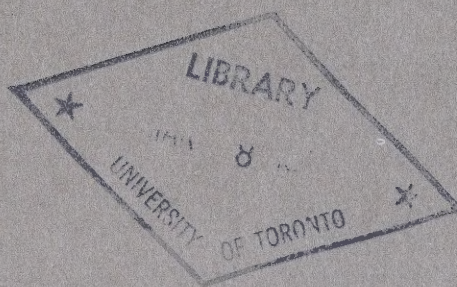


# Secondary School Diploma Requirements

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## Goals of education

### Philosophical Objectives

The primary purpose of a school is to help each student develop to the maximum his or her potential as an individual and as a member of society who will think clearly, feel deeply, and act wisely. This purpose can be achieved by facilitating the intellectual, social, moral, physical, and emotional growth of each student and by developing more fully the knowledge, skills, and aptitudes that each brings to the secondary school. The vital qualities of intellectual curiosity and imagination also require constant encouragement. At the same time, recognition of the dignity of work and the satisfaction of achievement will allow students of varying interests and abilities to take pride in their personal efforts. A student who accepts new challenges and learns to make responsible decisions should develop a spirit of inquiry that will inspire him with the desire and confidence to continue learning throughout his whole life.

## The student's program

A student's program should reflect his state of development as well as his expectations of achievement. Advice and information must be available to each student and to his parents regarding the courses best suited to his needs, interests, abilities, and goals for the future. Participation in the selection of courses that make up a program leading to a diploma or certificate is one way in which the student can participate in a decision-making process. He should also be making decisions concerning his personal educational goals and his use of whatever unstructured time is available. Thus, both the student and his parents share with the school the responsibility for educational achievement, in which the qualities of enthusiasm, self-discipline, and good judgement play important parts.

## Role of the school

To meet the needs of a wide variety of students the secondary school should extend its role beyond the provision of courses for diploma credits. As a resource to the community generally and to its own students specifically, the school has an unrivalled opportunity to help young people explore the many dimensions of learning and living. It can assist them to realize their potential in various fields of endeavour and set them on the path to becoming mature, responsible, co-operative members of society. Among the activities that might be provided or encouraged are the following:

- extra-curricular, athletic, social, and cultural pursuits
- community service
- travel
- extended use of other community resources
- special programs in conjunction with other community agencies
- special training that lies outside the regular school program

## Achievement of goals

The goals of education referred to at the beginning of this section are being achieved in several ways. Secondary schools are offering a diverse range of learning experiences to accommodate individual differences. The objectives and achievements of elementary education, the developments in post-secondary education, and the expectations in the various fields of business and industry are also being taken into consideration in planning a secondary school program. At the local level, new opportunities are being sought to articulate aims and objectives, to plan curriculum, to provide opportunities for professional development, and to encourage a close relationship between the school and the community.

## Individualization

### Organizational Objectives

In so far as it is consistent with the financial and human resources available in a school, secondary school organization should allow each student to pursue a program suited to his individual needs and aspirations. The opportunity for each student to work at his own level – to reach ahead in some subjects and to engage in more basic work in others – can be provided if courses with different approaches and varying degrees of intensity are offered in many subject fields. However, the organization of a secondary school program that permits differentiated progress for individual students requires time, energy, and dedication. Various organizational patterns, which may have distinct advantages in particular situations, may also create special demands on principals, teachers, and students. If, for example, the conventional class is no longer used as an organizational or instructional unit, provision should be made for each student either to relate to a teacher who can act as a personal adviser or to belong to a group that can offer continuing support and stability.

Again, if many individual differences are to be accommodated within a subject or course, there must be careful and perceptive adaptation of curriculum guidelines, a constant awareness of standards, and a flexible organizational structure. Current technical and business education guidelines, for example, offer diversity in content, function, and approach. The aims and objectives of students in practical education courses may range from in-depth specialization with immediate vocational goals to the acquisition of a broad base of compatible disciplines providing a background for post-secondary education, to the development of general business and technical awareness. Because of these varying objectives, students who could be grouped together for scheduling purposes might have their particular courses assigned to different areas of study according to the focus and depth of their work.



## Scheduling

School schedules should accommodate whatever educational techniques seem most appropriate for varying sizes of student groups, differing patterns of time allotment, and the restructuring of courses to allow multidisciplinary approaches. A flexible scheduling system should also provide for a variety of learning experiences based on student inquiry and research, on individual and independent study, on group instruction, on small group interaction, and on participation in the community. Flexibility in scheduling should enable the particularly gifted students as well as those with learning problems to take courses from which they can derive maximum benefit.

## Special education and occupational education

Traditionally, schools have met the needs of students with learning difficulties through the services of special education, special vocational schools, or occupational education in composite schools. The need continues for specially designed courses whose purpose is to provide practical training for those students who need a program that will prepare them for specific occupational goals or for further training. Furthermore, appropriate programs of four years' duration should be available for all students who want or need them.

## Exceptional students

Exceptional students have been defined as those who have physical, intellectual, social, communicative, or emotional differences to such a degree that curriculum modification or special services must be provided for them. The trend away from the practice of segregating and labelling students or packaging total programs is intended to extend the opportunities for exceptional students. Nevertheless, a few severely handicapped students may need specialized residential schools such as those for the blind and deaf. Some school boards, however, are providing for the education of many of these students within the educational facilities of their home communities.

## Evaluation

Procedures for evaluating student progress should be varied enough to meet the requirements of different individuals and groups of students, different courses, and different learning environments. Formative and summative appraisal, standardized testing, subjective and objective assessment, examination of cognitive, affective, and psychomotor development – all of these methods of evaluation should be considered for both the advantages and disadvantages each may have in any learning situation. The most effective form of evaluation consists of the application of the teacher's professional judgement to a wide range of information gathered through observation and assessment. When suitable

methods of evaluation are used, evaluation itself becomes a part of learning for both student and teacher. Subject promotion makes it possible for a student to repeat or change courses in which he has not been successful without having to repeat others in which his progress has been satisfactory. However, no matter what evaluation processes are used within individual courses to assess a student's achievement, it is still necessary for the principal and his staff to have a method of monitoring the overall progress of that student through secondary school. Once the individual student's progress and achievement have been measured and judged, they should be reported as clearly and completely as possible. The Ontario School Record System is a basic element in such a process.

## Achievement and attendance

The principle of continuous progress in education operates most successfully when the expectations of achievement are neither too low nor too high for the students for whom a particular course has been designed. Thus the expectations of achievement should be realistically related to the objectives of a course and clearly identified to all students and their parents. These expectations should include the extent to which student attendance and participation will be components of the evaluation process in each course. Consistent and obvious application of attendance criteria will allow students to recognize that lack of attendance may jeopardize their successful completion of a particular course. Lack of attendance in itself, however, cannot be the exclusive cause of failure, nor can a predetermined number of absences be used as sufficient reason for withholding a credit.

It is imperative that students learn; they should be able to investigate, analyse, synthesize, interpret, report, evaluate, and make occasional intuitive leaps in the pursuit of knowledge. The organizational structure of each secondary school should provide the means by which individual students and teachers can engage in educational processes that satisfy mutually established goals.

## Diplomas and Certificates

On the recommendation of the principal, the Minister of Education grants to students Secondary School Graduation Diplomas, Secondary School Honour Graduation Diplomas, and Certificates of Training.

## The Secondary School Graduation Diploma

The Secondary School Graduation Diploma is as individual as the student who has earned it. It is necessary to emphasize to parents, prospective employers, admission officers in post-secondary educational institutions, as well as the general public, that this diploma, awarded in recognition of a student's achievement and effort, is attainable by all secondary school students who achieve satisfactory standing in the courses they have selected within the diploma requirements.



# Building a Student Program

## The Secondary School Honour Graduation Diploma

Courses leading to the Secondary School Honour Graduation Diploma provide an opportunity for students to explore in depth a limited number of subject areas or to continue a broad and diversified program. Honour graduation courses must demand from students an advanced level of academic achievement and maturity. In order to derive maximum benefit from the studies undertaken, students should be helped and encouraged to utilize the widest possible variety of learning resources in both scheduled and unscheduled time.

## The Certificate of Training

The Certificate of Training is granted to a student who has successfully completed a secondary school program of occupational education of one or more years. The certificate should be supplemented by student achievement forms or a copy of Section C of the Ontario Student Record Folder indicating the number of credits accumulated and clearly defining the duration and areas of concentration of the student's program of studies.

## Student records

In all cases assessment of an individual student's program and levels of attainment for the purposes of employment or further education should be based on student achievement forms or on Section C of the Ontario Student Record Folder. Students and their parents should be made aware of the importance of this record and the need for it to reflect the highest levels of achievement that each student is capable of reaching.

## Issuance of diplomas

Graduation diplomas may be issued at any time during the year to students who have successfully completed the diploma requirements. Where a student has completed the diploma requirements through private study, correspondence courses, evening class, or summer school, the diploma may be issued either by the principal granting the final credit or by the principal of the school where the student previously gained standing. The principal issuing the diploma will submit the necessary report to the Information Systems and Records Branch of the Ministry of Education.

## Core Curriculum

### Core Curriculum

All students entering a secondary school program on or after September 1, 1977, shall, within their program during the first two years, include courses in required subjects as follows:

English – 2 credits

Mathematics – 2 credits

Science – 1 credit

Canadian History (1 credit) and Canadian Geography (1 credit)\*  
or Canadian History – 2 credits

*\* Principals must ensure that this option is available to students.*

It is expected that each required subject will be offered at different levels of difficulty to accommodate the varying needs and abilities of the students in each school. Further details about the required subjects and guidelines are provided in Appendix A.

## Selection of courses

Principals and their staff are expected to make recommendations regarding other subjects that would be appropriate for individual students or groups of students and to give advice regarding levels of difficulty in all subjects. It is expected that such recommendations and advice will have a significant influence on the selection of courses made by students with the approval of their parents.† However, students and their parents have the right to make alternative course selections, provided that the diploma requirements regarding areas of study and mandatory credits are being met.

It is essential that information concerning required subjects, recommended courses, and the rights of students and parents be communicated clearly on school calendars and course option sheets.

## Curriculum priorities

Perceptions concerning the relative value of a particular subject or course vary from community to community, from school to school, from teacher to teacher, and from student to student. The need to provide students with the skills, perspectives, attitudes, and understanding that will allow them to participate richly and wisely in the life of this province and this country can be fulfilled in different ways through various subject areas. It is considered appropriate, therefore, for each school to develop or adapt its own curriculum to meet the needs, interests, and abilities of the students in its community.

† Students who have attained the age of majority may accept responsibility for their own curricular choices.



### English Studies and Canadian Studies

All students who entered the first year of an Ontario secondary school program between September 1, 1974, and August 31, 1977, are subject to the Secondary School Graduation Diploma requirements in English Studies and Canadian Studies.

Students entering on or after September 1, 1977, will complete two credits in English during their first two years, followed by two additional credits in English Studies. For these students, the requirements in Canadian Geography and/or Canadian History will replace the mandatory credits in Canadian Studies.

#### English Studies

English Studies are defined as courses that have as their major purpose the development of the English language skills of reading, writing, listening, and speaking. Canadian Studies are defined as courses that have as their major purpose a study of some aspect of Canadian society. Further details may be found in Appendix B and Appendix C.

#### Classification of courses

##### Areas of Study

An area of study may be defined as a broad segment of man's knowledge and inquiry. The diploma requirements are designed to ensure that, in keeping with the principle of providing breadth in a student's program as well as a framework within which continuity and balance can be maintained, opportunity is given each student to gain some experience in each of four areas of study: Communications, Social and Environmental Studies, Pure and Applied Sciences, Arts. In consultation with his staff, the principal shall classify all courses offered in his school under these headings. The assignment of a course to an area of study will depend on its content and the method of approach to be used.

#### Courses in more than one area of study

There are courses which, by reason of their content or emphasis, are logically appropriate in more than one area of study. Thus a course that can be considered to belong to two areas of study because of its interdisciplinary or multidisciplinary nature may be assigned to both areas of study when, in the opinion of the principal, it will be taught from a point of view consistent with the definition of each area of study.

The definitions given below are intended to assist principals in assigning courses to areas of study.

#### Communications

##### Communications

This area consists of studies that are primarily concerned with man's interchange of thought and with various modes of human expression. Subjects that emphasize a medium of communication, be it linguistic, mechanical, symbolic, or pictorial, could be included in this area.

#### Social and Environmental Studies

##### Social and Environmental Studies

This area consists of studies that are primarily concerned with man's unique nature and his interaction with his environment and with his fellows. It is evident that the study of man and his environment may be considered the major component of many subjects dealing with human thought and action in the past, present, or future. The ways in which people live, raise their families, earn and spend their money, worship, establish their governments and laws, travel, and shape their surroundings are some of the topics that could be included in courses in this area of study.

#### Pure and Applied Sciences

##### Pure and Applied Sciences

This area consists of studies that are primarily concerned with the properties of matter and energy, the conditions of their interaction, and the application of this understanding to the solution of practical problems. Within this area could be included many of the courses related to the fields of mathematics, science, business, and technology.

#### Arts

##### Arts

This area consists of studies concerned with the aesthetic nature of man and the creative expression of this aspect of his nature. The latter would include physical movement, music, drama, film, and all forms of visual art, whether their focus be functional or aesthetic.

*It is the responsibility of the principal to advise students and their parents of the diploma requirements.*

##### Planning

There are several principles to be considered in planning individual programs for students:

#### Basic skills

1. Each student should have the basic skills that will allow him to continue his education with competence and confidence.

#### Student potential

2. Each student should be advised to take courses that will allow him to capitalize on his abilities, interests, needs, and educational goals without unnecessarily limiting his future occupational and educational choices.

#### National priorities

3. Each student should be advised of the importance of certain national priorities in education, for example, physical fitness, an understanding and appreciation of both the English and French languages, and an awareness of Canada's heritage.



|  |  |                   |   |
|--|--|-------------------|---|
| Français                               | 4. The aims and objectives of French-language instructional units will be most fully realized if students in these units include Français in each year of their program of studies.  | Special education | 11. The program of a student who has already received or who should begin to receive special education services will depend on assessments based on school records, special reports forwarded (with parental permission) to the secondary school, and on conferences with the exceptional student, his parents, and former teachers. In these cases it may be necessary to give consideration to such factors as the following:   |
| Recommended courses                    | 5. Each student should be encouraged to take courses that seem appropriate to his abilities and expectations of achievement. The principal and his staff may make recommendations about specific preparatory courses or sequences of learning. Except as provided in The Education Act, 1974, Section 40, subsection 4, these recommendations may not be used to exclude students from courses that have been approved by parents or selected by students who have attained the age of majority.   |                   | a) restrictions or limitations imposed by physical or emotional handicaps;<br>b) side effects of medication that may affect learning;<br>c) areas of academic and psychological strength that form a foundation upon which progress may be built;<br>d) techniques or approaches that may ameliorate a handicap or weakness.  |
| Unscheduled time and independent study | 6. Unscheduled time and independent study should be available only to the extent that they provide the appropriate balance or support to a student's total program.  |                   | Students who require special education services are not exclusively those who lack the ability to comprehend the subject matter of regular course offerings in the school. Minor adjustments in classroom procedure or school routine will enable some exceptional students to participate in regular courses.  |
| Coherence, continuity, and balance     | 7. Ideally, a student's program should possess the qualities of coherence, continuity, and balance: coherence in relating most of his courses in some way to his immediate and long-term goals; continuity in providing the opportunity for some extended study of sequential subjects or the application of known principles to new studies; balance in the range of knowledge and learning styles upon which he may base his future educational and occupational choices.  |                   | Planning appropriate programs for the entire range of exceptional students may require special provisions within a regular class, with or without special resource support; special class grouping on a full- or part-time basis; grouping numbers of students within a special-purpose secondary school; or any combination of these approaches. However, there will still be students in all schools for whom special courses, instructional techniques, learning materials, and evaluation processes will be necessary. In the case of these students, it is particularly important that instruction be assigned to teachers who have an understanding of their special needs, a special willingness to meet the challenge of teaching students with learning difficulties, and a commitment to the objectives of the courses. The number of students in each class should be consistent with the objectives of a special education program. |
| Transfer or change of course           | 8. Whenever a student is allowed to transfer or change courses during the year, every effort should be made to retain the coherence of his program as well as the other principles involved in its initial planning. As with original course selection, all transfers or changes of course must also receive parental approval.  |                   |   |
| Enrichment                             | 9. All students who are capable of doing so should be strongly encouraged to expand and deepen their studies by taking more than the minimum number of credits for the Secondary School Graduation Diploma, with credits preferably from as challenging a level as possible.   |                   |   |
| Acceleration                           | 10. A student who exhibits the ability, maturity, and motivation to master an accelerated educational program, who has parental approval, and who is acting on the advice of the principal may be assisted in planning a program of study that will enable him to complete the Secondary School Honour Graduation Diploma in fewer than five years. This planning could make use of the opportunities available for augmenting the normal credit accumulation, i.e., evening school, summer school, correspondence courses, and independent study. | Guidelines        | <b>Development of Courses</b><br>1. Curriculum guidelines issued by the Ministry provide the framework within which courses of study are to be developed at the local level to meet the needs, interests, and aptitudes of the students. The current Ontario Ministry of Education curriculum guidelines for secondary school education are listed in Appendix F (see page 16).   |



S.S.G.D. courses

2. *Courses leading to the Secondary School Graduation Diploma:* A number of courses may be developed from any one guideline, as long as each course reflects the intent and balance of the guideline from which it is developed. If multiple courses are to be developed, however, the principal must satisfy himself that the credit value is proportionate to the work planned, taking into consideration the particular students for whom the courses have been designed. Consideration should also be given to how such courses might affect the whole school curriculum.

S.S.H.G.D. courses

3. *Courses leading to the Secondary School Honour Graduation Diploma:* Because they provide a basis for university-level post-secondary education, it is important that depth of study and an intellectual standard be maintained in these courses. For this reason, the content of most honour graduation guidelines is more specifically described and the credit value fixed within more definite limits. Limits are also applied to the number of honour graduation courses that may be developed from a particular guideline. If a school intends to offer more credits than those assigned to each of the guidelines listed below, approval must be requested, as it must for courses whose rationale is different from that outlined in Ministry guidelines.

S.S.H.G.D. guidelines for one credit

a) Honour graduation courses for a single credit may be developed from the following guidelines:

Accountancy Practice RP.31, 1963  
Biology, Grade 13, 1969  
Chemistry S.17E, 1967  
Economic Reasoning, An Introduction to, 1971  
Geography S.7, 1968/Géographie S.7, 1968  
History, Senior Division, 1970/Histoire, cycle supérieur, 1971  
Home Economics S.6(13), 1968  
Music, Senior Division, 1977  
Physics S.17C, 1967  
Secretarial Practice RP.31, 1963  
Visual Arts (Towards Visual Awareness), Senior Division, 1976

S.S.H.G.D. guidelines for two credits

b) Honour graduation courses for a maximum of two credits may be developed from the following guidelines:

Anglais K-13, Senior Division, 1970  
Classical Studies (Greek), Intermediate and Senior Divisions, 1976  
Classical Studies (Latin), Intermediate and Senior Divisions, 1976  
English S.4(13), 1968  
Français S.46(13), 1968  
French S.15A(13), 1968  
German S.15B(13), 1968  
Italian S.15D(13), 1968  
Russian I. & S.15, 1961 and S.15C(13), 1968  
Spanish S.43(13), 1968

S.S.H.G.D. guidelines for four credits

c) Mathematics, Senior Division, 1972, outlines work for a maximum of four credits towards the Honour Graduation Diploma as follows:

Relations and Functions – 1 credit  
Calculus – 1 credit  
Algebra – 1 credit  
Mathematics of Investment – 1 credit

d) Specific approval of the Ministry of Education is required:

i) for courses beyond the credit limits outlined above;

ii) for courses developed from the following guidelines:

Classical Studies (Classical Civilizations), Intermediate and Senior Divisions, 1976  
Consumer Studies, Intermediate and Senior Divisions, 1972/Étude du consommateur, cycle intermédiaire et cycle supérieur, 1972  
Dramatic Arts K-13, 1970/Art dramatique K-13, 1970  
Environmental Science, Intermediate and Senior Divisions, 1973/Le milieu et nous, cycle intermédiaire et cycle supérieur, 1973  
Law, Senior Division, 1972/Le droit, cycle supérieur, 1972  
Man in Society RP.48, 1965  
Man, Science and Technology, Intermediate and Senior Divisions, 1972  
People and Politics, Senior Division, 1972/La politique et nous, cycle supérieur, 1972  
Physical and Health Education, Senior Division, 1975  
Screen Education K-13, 1970  
Space and Man, Senior Division, 1969  
Urban Studies, Senior Division, 1971  
World Religions, Senior Division, 1971/Les grandes religions, cycle supérieur, 1972

iii) for courses developed outside the rationale of curriculum guidelines.

Requests for course approval

4. Courses not included in the rationale of existing guidelines require prior approval by the Ministry for purposes of credit towards an Ontario graduation diploma. Before approval is requested, careful consideration should be given to the availability of staff, facilities, and instructional materials, as well as the possible reallocation of existing resources within the school. Prior approval by the Ministry is also required for textbooks to be used in connection with these courses. Books to be used in courses leading to the Secondary School Honour Graduation Diploma do not require such approval.

a) The chief education officer of a school board shall send a request for approval to the Regional Director of Education, along with an outline of the nature of the studies to be



undertaken, the year and division in which the course will be given, the credit value, the textbooks and reference materials proposed for use, and the intended date of introduction of the course.

b) Requests for approval must be sent well in advance of the proposed introduction of the course.

c) Approval, when given, applies only to a specific course at the school or schools named in the letter of approval.

d) The period for which an approval is granted, whether for a specific length of time or for an indefinite period, will be stated in the letter of approval.

e) The principal of the school for which the course is approved must assume supervisory responsibility even when all or a significant portion of the course is conducted at some location other than the school premises and instruction is given by persons who are not on the teaching staff of the school.

Courses for special education and occupational education

5. Principals of secondary schools where special education (including occupational education) is being offered to students in their third or fourth year of secondary education should note that, in addition to practical or technically orientated courses, other suitable courses may be adapted from some Senior Division guidelines. In cases where relevant guidelines do not exist, courses must be submitted for Ministry of Education approval through the process outlined above.

## Selection of Textbooks

*Circular 14*

1. *Circular 14, Textbooks*, issued by the Ministry of Education, lists textbooks approved for use in schools.

Responsibility of principals

2. Principals are reminded of their responsibilities under The Education Act and the regulations pertaining to the use of textbooks in schools. Reference should be made to the Information section of *Circular 14* and the pertinent extracts from the acts and regulations pertaining to the selection of textbooks.

Requests for approval

3. Requests for approval to use textbooks not listed in *Circular 14* or not covered under Schedule C of that circular must be submitted by the chief education officer of the school board to the Regional Director of Education. Ministry approval is not required for books that are to be used in courses acceptable for the Secondary School Honour Graduation Diploma.

Canadian textbooks

4. Where textbooks are to be selected locally under Schedule C of *Circular 14*, preference should be given to books written or edited by Canadians and printed and bound in Canada.

Credit definition

## Definition of a Credit

*A credit is granted in recognition of the successful completion of a course for which a minimum of 110 hours has been scheduled.*

In granting credits, principals can ensure that the intention of this definition is being fulfilled if the following conditions are met:

Course development

a) the course has been developed from Ministry of Education curriculum guidelines or has been approved by the Ministry;

Work, time, and evaluation

b) work, time, and evaluation are all significant components of the course;

Quantity of work and level of achievement

c) the course requires the completion of a quantity of work at a level of achievement that could reasonably be expected of the students for whom it has been planned;

Homework and travel

d) scheduled time does not include the time required for homework normally associated with a course, nor travelling time to and from studies taken at locations away from the school;

Fewer than 110 hours

e) courses scheduled for fewer than 110 hours are granted credit values proportionally less than one, but not less than one-third;

More than 110 hours

f) courses scheduled for substantially more than 110 hours are granted credit values proportionally greater than one, but not less than one and one-third.

Allocation of time

The definition of a credit provides criteria for measuring the progress of a student towards a diploma. Special provisions may be made for students whose rate of progress warrants the use of more or less time for the successful completion of the work that has been planned. The allocation of scheduled time is the responsibility of the principal, who may use longer or shorter cycles; block or modular units; and full year, semester, or trimester scheduling.

Credits for occupational education

In the first two years of occupational education, the decision as to whether a course is to be assigned credit value is to be made by the principal in consultation with his staff. Students must, however, be given the opportunity to accumulate credits by the beginning of their third year after leaving the Junior Division, by which time all their courses will be eligible for credit.



### Requirements for the Secondary School Graduation Diploma

1. A Secondary School Graduation Diploma will be granted on the recommendation of the principal of the secondary school last attended to a student who has completed satisfactorily a minimum of 27 credits in accordance with the following conditions:

a) For students who entered the first year of a secondary school program before September 1, 1974,

- at least 3 credits from each of the four areas of study;
- a further 15 credits from any of the four areas of study.

b) For students who will have entered the first year of a secondary school program between September 1, 1974, and August 31, 1977,

- at least 3 credits from each of the four areas of study;
- a further 15 credits from any of the four areas of study;
- among the foregoing requirements, at least 4 credits from courses designated as English Studies and a further 2 credits from courses designated as Canadian Studies.

c) For students who enter the first year of a secondary school program on or after September 1, 1977,

- at least 3 credits from each of the four areas of study;
- a further 15 credits from any of the four areas of study;
- among the foregoing requirements (27 credits), 7 credits must be earned as specified in the required subjects for the first two years, page 3, and 2 additional credits must be earned in courses designated as English Studies.

2. In accordance with the concept of continuous progress in education, an elementary school principal and the principal of a publicly supported school offering secondary school programs may decide that it is appropriate for certain elementary school students to enrol in secondary school courses. Where prior permission has been granted by local supervisory officers for an elementary school student to take secondary school courses for credit, the principal of the publicly supported school offering secondary school programs shall assume the responsibility for evaluation and allotment of credits towards the Secondary School Graduation Diploma.

3. In the case of French-language secondary schools, reference should be made to Section 265 of The Education Act, 1974:

Notwithstanding any other provision in this Part, English or Anglais shall be an obligatory subject of instruction for every pupil of grades 9 to 12 who is enrolled in a French-language school and shall be a required subject for a certificate or diploma issued to such a pupil.

4. For students entering an Ontario secondary school after completing one or more years of a program equivalent to Ontario secondary education in a school not organized on the credit system, e.g., a private school or a secondary school outside the province, the following additional credit requirements are normally applicable:

- after one completed year, a minimum of 20 credits;
- after two completed years, a minimum of 13 credits;
- after three completed years, a minimum of 6 credits;
- after more than three completed years, a minimum of 3 credits.\*

The principal should judge each case on its own merits and determine as equitably as possible the credit equivalent of a student's background, as well as the extent to which the diploma requirements applicable to that student have already been met.

5. The certificates listed in Appendix D may be counted for one credit towards the Secondary School Graduation Diploma in addition to any music credits taken in the school.

6. The principal of a secondary school shall, upon request, issue a copy of Section C of the Ontario Student Record Folder or a statement of standing on school stationery to any student who leaves school on or before completing requirements for the Secondary School Graduation Diploma. The statement may be issued at any time during the school year and must clearly describe the number of credits satisfactorily completed as well as any partial work which, in the opinion of the principal, is significant.

### Requirements for the Secondary School Honour Graduation Diploma

1. A credit towards the Secondary School Honour Graduation Diploma is granted in recognition of successful completion of an honour graduation course for which a minimum of 110 hours has been scheduled.

\* Students who are returning to the Ontario educational system and who have previously obtained at least three credits in Ontario may qualify for a diploma by completing a minimum of one credit.



|   |  |  |  |
|---|--|--|--|
| S.S.H.G.D. requirements                       | 2. A Secondary School Honour Graduation Diploma will be granted on the recommendation of the principal of the secondary school in which the student last gained standing to a student who has earned six credits comprising work acceptable for the Secondary School Honour Graduation Diploma.  | French and Français<br>English and Anglais | 7. Standing obtained in either French or Français, but not both, will be counted towards the Secondary School Honour Graduation Diploma. This provision also applies to English and Anglais.   |
| Fractional credits                            | 3. In order to ensure depth of study in honour diploma work, no fractional credit less than one will be accepted for diploma purposes. Credit value greater than one should be assigned only to courses that extend in time and content at least one-third beyond the requirements for a single credit. In determining whether such courses require special approval, reference should be made to the number of credits that may be derived from honour graduation guidelines as outlined on page 6.   | Grade 13 standing<br>prior to 1970         | 8. The certificates listed in Appendix E may be counted for one credit towards the Secondary School Honour Graduation Diploma in addition to any music credits taken in the school.  |
| Number of credits in one subject              | 4. Students are free to select courses from among those available. More than one credit may be presented in a particular subject area for the Secondary School Honour Graduation Diploma. The importance of careful choice in the light of the future plans of the student should be emphasized.   |  | 9. Where a student holds one or more grade 13 credits as defined in or prior to 1970-71, he may qualify for a Secondary School Honour Graduation Diploma either:<br><br>a) by successfully completing work after September 1, 1971, to make a combined total of seven former and new credits; or<br>b) by having grade 13 credits obtained in or prior to the 1970-71 school year re-evaluated according to the definition of credits on page 7 and by successfully completing work after September 1, 1971, to make a total of six new credits. |
| S.S.H.G.D. courses                            | 5. Work acceptable for the Secondary School Honour Graduation Diploma may consist of:<br><br>a) courses that are within the rationale of existing honour graduation curriculum guidelines, or<br><br>b) approved courses that are not within the rationale of existing honour graduation curriculum guidelines. In order to be acceptable for purposes of credit towards the Secondary School Honour Graduation Diploma, new or experimental courses must reflect the level of scholarship and depth of treatment suggested in existing honour graduation curriculum guidelines. Therefore, a full description of the proposed course must be submitted to the Regional Director of Education in accordance with the procedure outlined on page 6. |  | In no case may a student who failed to qualify for a Secondary School Honour Graduation Diploma by August 31, 1971, be awarded the diploma without completing a minimum of one new credit after that date.   |
| Honour graduation credits applied to S.S.G.D. | 6. Credits obtained in honour graduation courses may be counted towards the Secondary School Graduation Diploma or the Secondary School Honour Graduation Diploma, but not both. In cases where the student has used an honour graduation credit for the Secondary School Graduation Diploma and later wishes to replace it with another credit, he may do so, thereby releasing the honour graduation credit for the Secondary School Honour Graduation Diploma.  |  |  |



# Special Provisions and Services

## Equivalent Standing for Mature Students

Mature students are defined in this context as students who are at least 18 years of age and who have not attended day school for a period of at least one year. Equivalent credits towards the Secondary School Graduation Diploma may be granted to mature students who are returning to day school, attending evening classes, seeking private study status, or enrolling in correspondence courses.

A student wishing to take advantage of any of the provisions for equivalent standing may not be awarded the Secondary School Graduation Diploma until he has earned, subsequent to becoming a mature student, at least four credits in Ontario secondary school courses normally taken by students in their third or fourth year.

In applying the criteria given below, a principal or a central agency of the board may consider it desirable to delay assigning some or all of the equivalent credits until the student has completed one or more courses at the third or fourth year level.

In addition to diploma credits already accumulated in some form of secondary education for which a transcript can be produced, the following equivalent credit allowances may be given:

a) A maturity allowance of up to 12 credits may be given on the basis of age and length of time out of school. This provision recognizes that experience in the adult world can produce competence and understanding equivalent for some purposes, and to varying degrees, to what might have been gained through formal education. Because maturity is not necessarily proportionate to chronological age, the decision regarding how many of the 12 credits will be allotted to any individual student is left to the principal or supervisory officer who will judge each case according to its merits.

b) Allowances may also be given for individual courses successfully completed but not normally identified as secondary education, if they are considered acceptable by the principal or supervisory officer and if some form of transcript is available. Each course containing work that would normally be completed after 110 hours of instruction may be considered to equal one credit.

c) Two credits may also be allotted for the successful completion of each period of an apprenticeship training program approved under authority of The Apprenticeship and Tradesmen's Qualification Act, Revised Statutes of Ontario, 1970, Chapter 24 (published September 1972), or for each six units of a modular training program taken over and above the prescribed academic entry requirements of the particular training program authorized under the above act.

Equivalent credits assigned under this section should be recorded as such in Section C of the Ontario Student Record Folder. Once they have been assessed and recorded by a secondary school principal or supervisory officer, the equivalent credits may be transferred to any other secondary school in the province.

## Correspondence Courses

Secondary school correspondence courses conferring credit towards the Secondary School Graduation Diploma and the Secondary School Honour Graduation Diploma are provided to Ontario residents by the Ministry of Education. For the most recent information and regulations concerning eligibility and enrolment procedures, reference should be made to the booklet *Correspondence Courses* for the current year.

## Continuing Education (Evening Classes)

Although the main purpose of evening classes is to provide continuing education for adult students who have left school, another purpose is to accommodate day school students with special curriculum needs.

A student who attends a day school may be considered for admission to an evening class course for diploma credit after presentation of:

a) a statement signed by the day school principal indicating (i) that there has been consultation with the student regarding the proposed enrolment in evening classes, and (ii) that a student who is enrolled for credit in the same course in day school has the day school principal's permission to enrol in the evening class course; and

b) evidence of parental approval for those students who have not attained the age of majority.

This provision does not preclude the possibility of a student's auditing either a day school or an evening school course as a supplement to the course he is taking for credit.

The student's final standing in a credit course will be reported to the principal of the day school and recorded in the Ontario Student Record Folder along with other courses taken in that school.

In the evening class courses taken for credit, where the time allotment is less than that required by the credit definition, it is the responsibility of the evening class principal or supervisory officer to ensure that the course is planned to contain the quantity of work that would be completed in a minimum of 110 hours of scheduled day school time.

Mature students

S.S.G.D. for mature students

Equivalent credits

Maturity allowance

Equivalent education

Apprenticeship training

Correspondence courses

Purposes of evening classes

Day school students attending evening courses for credit

Evening class credits



|                                    |  |  |  |
|------------------------------------|--|--|--|
| Private study                      | <p><b>Private Study</b></p> <p>A principal may arrange a process of evaluation for a private study student who has sought approval of his candidacy in a course leading to credit. Application for such approval should be received as early as possible, but normally not later than the first school day in February.</p> <p>When a student has obtained satisfactory standing, the principal shall record the standing in the Student Record Folder in the manner prescribed in Regulation 38/73, Pupil Records.</p>  | Beginning and ending of summer schools | 4. Summer school courses shall not begin until after the last legal school day in June, nor extend beyond the first legal school day of the following school year.   |
| Inspection of private schools      | <p><b>Private Schools</b></p> <p>When the principal of a private school operating a school-year program or a summer-school program applies to have a Ministry supervisory officer report on his school with respect to the standard of instruction and the work of students in subjects leading to the Secondary School Graduation Diploma or the Secondary School Honour Graduation Diploma, the Regional Director of Education shall arrange for the inspection. Upon the recommendation of the principal of a private school in which the quality of teaching and the work of the students have been deemed satisfactory by a Ministry supervisory officer and the Regional Director of Education, a Secondary School Graduation Diploma or a Secondary School Honour Graduation Diploma will be granted to a student who has completed the appropriate requirements.</p> | Summer school credits                  | 5. <i>Principals will ensure that, to qualify for diploma credit, courses not previously taken by students fulfil the same credit requirements as courses offered within the regular school year.</i> Summer courses that do not satisfy the full credit definition on page 7 must be counted as partial credits. However, no fractional credit less than one-third may be assigned to any such course.  |
| Establishment of summer schools    | <p><b>Summer Schools</b></p> <p>1. Summer schools may be established by boards of education under the provisions of Paragraph 29 of Section 147 of The Education Act, 1974. The chief education officer of the board concerned shall notify the Information Systems and Records Branch of the Ministry of Education by May 15 of the subjects that it intends to offer in its summer school program.</p>   | Length of summer school courses        | 6. Courses taken for credit by students who did not obtain satisfactory standing during the regular school year in the same course need not be scheduled for the full time stated in the credit definition given on page 7. In no case, however, may the amount of scheduled time be less than one-half the total time provided for the course during the regular session. Standing for students in these courses shall be established by taking the higher of the standings obtained in summer school and in the regular day classes, not by averaging the two.   |
| Summer school courses              | 2. Secondary school courses offered by summer schools may be of three types:   | Recording summer school standing       | 7. On or before the last day of August, a statement of the standing obtained in summer school courses shall be issued to the student by the principal of the summer school. Where the course carries certificate or diploma credit, the standing shall also be reported to the principal of the school where the student last gained standing. This standing shall be accepted by the principal of the school last attended as if it had been granted upon his report and shall be recorded in school records along with courses taken during the regular school year.   |
| Courses to improve standing        | a) courses carrying diploma credit, designed for students who have taken the same courses in day or evening classes during the regular school year but who have not obtained standing or wish to improve their standing in such courses;   | Early school-leaving                   | <b>Early School-Leaving</b><br>Principals are reminded that Ontario Regulation 159/75 permits a parent to apply for the release of a child, age 14 or over, from regular school attendance to participate in an alternative learning experience that is considered suitable for the particular child. This experience may involve attendance at some classes or a full-time program away from the school. After approval of the program is made by a committee established according to the regulation, the student continues to be on the register of the school until he is no longer of compulsory school attendance age. In addition to his duties under Regulation 159/75, the principal has an obligation to participate in monitoring the progress of the student, to report his progress to the parent, and to maintain the regular student records. |
| Courses for new credits            | b) credit courses that have not been previously studied;   |  |  |
| Non-credit courses                 | c) courses that are not for credit but that are designed to meet the specific interests or needs of students.  |  |  |
| Admission to summer school courses | 3. Students who meet the terms for admission established by the board operating the summer school may be admitted to summer school courses.  |  |  |



## Required Subjects Years 1 and 2 of the Secondary School Program

### Guidance

#### Guidance Services

The maintenance of an effective guidance and counselling service is vital to the operation of a secondary school. The variety of curriculum choices available to students in most secondary schools makes it essential that high priority be given to consultation services. If students are to make informed decisions about course selections, they need to know as precisely as possible the philosophy and practice of the school regarding the courses that are available as well as the possible consequences of their particular choices.

The expectations of business, industry, and post-secondary education, as well as the national priorities referred to on page 4, may have a significant influence on the selection of courses making up an individual program and should, therefore, be part of the information readily available to each student. Furthermore, the planning of programs with students requires continuous assessment of individual potential and achievement if the student is to be assisted in finding the appropriate purpose and direction in his secondary school education.

Guidance services are necessary in facilitating the adjustment of new students or those requiring special education services. Other important functions of guidance services include liaison with feeder schools, utilization of the resources of the community agencies, and the satisfactory flow of educational and vocational information to students, teachers, and parents.

In planning for these essential services in their schools, principals should encourage guidance counsellors to meet regularly with teachers in order that some of the information required by students may be available from all staff members and that counsellors may evaluate the guidance services they are providing to the whole school.

#### Library Resource Centre

Independent study and research require a variety of learning materials as well as areas suitable for independent study and small group activities.

Regularly scheduled classes in the library resource centre should be avoided so that these facilities may be available to groups and individual students at all times of the school day as well as before and after regular school hours. Consideration should also be given to the extension of services during evenings and weekends.

Most effective use is made of the centre when the principal, teachers, students, and the school librarian co-operatively determine the materials and services needed.

Principals should encourage those in charge of the centres to place particular emphasis upon the acquisition of suitable learning materials of Canadian origin.

### Library resource centre

### English

All students entering a secondary school program on or after September 1, 1977, shall, within their program during the first two years, include courses in required subjects as follows:

English – 2 credits

Mathematics – 2 credits

Science – 1 credit

Canadian History (1 credit) and Canadian

Geography (1 credit)

or Canadian History – 2 credits

*Curriculum materials to revise and expand Intermediate guidelines in English, Mathematics, Science, Canadian History and Canadian Geography will be available by April 1977. These materials will provide assistance to teachers in the preparation of specific courses at the school level. However, the following criteria may be used in planning courses, pending the release of these materials.*

#### English

Courses are developed from the guidelines *Anglais, K-13, 1970*, or *English, Intermediate Division, 1969*.

Courses in English as a second language that have been approved by the Ministry will also qualify as fulfilling the core curriculum requirements in English.

### Mathematics

#### Mathematics

Courses are developed from one or more of the following guidelines:

*Curriculum I.12C(4), 1965*

*Curriculum I.12C(5), 1965*

*Curriculum I.12D(4), 1966*

*Curriculum I.12D(5), 1966*

*Curriculum RP.35, Mathematics, Years 1 and 2, 1962*

*Curriculum RP.31, Business Mathematics Grade 10, 1963*

*Curriculum RP.27, Mathematics Grade 10, 1963*

The principal must ensure that the two courses selected by a student do not significantly overlap in content.

The school may also offer a credit course in basic mathematics to students who lack the background needed for a mathematics course in the regular program. Such a course should be designed to assist individual students to acquire and apply the basic skills and concepts of arithmetic, measurement, geometry, statistics, probability, and algebra deemed necessary for the study of a mathematics course based on one of the guidelines listed above. This course must be clearly identified as basic mathematics and be recognized as a prerequisite for these students before they undertake courses in the regular program. This course is not to be considered



# Appendix B:

## English Studies

|                      |   |                      |  |
|----------------------|---|----------------------|--|
|                      | experimental since it is based on skills and concepts from earlier programs and will be adapted to meet the special needs of individual students.   | Diploma Requirements |  |
| Canadian History     | <p><i>Canadian History</i><br/>Courses are developed from the sections Canada's Multi-Cultural Heritage and/or Contemporary Canadian and World Concerns of the guideline <i>History</i>, Intermediate Division, 1973.</p>                 |                      | Every student who entered the first year of an Ontario secondary school program between September 1, 1974, and August 31, 1977, must, in order to qualify for the Secondary School Graduation Diploma, successfully complete at least four credits in courses designated as English Studies. Two credits in English Studies and two in English are required for students entering on or after September 1, 1977. |
| Canadian Geography   | <p><i>Canadian Geography</i><br/>Courses are developed for either year from the Canada section of the guideline <i>Man and the Earth</i>, Intermediate Division, 1973.</p>  |                      | In announcing to the Legislature the four mandatory credits in English Studies, the Minister of Education stated:  |
| Science              | <p><i>Science</i><br/>Courses are developed from the guidelines <i>Environmental Science</i>, Intermediate and Senior Divisions, 1973, or <i>Science</i>, Intermediate Division, 1972.</p>  |                      | Our schools must help students to acquire effective communication skills in the English language – to learn how to organize ideas in a logical manner and to communicate with others clearly and effectively in writing and oral speech.   |
|                      | To fulfil the intent of the core curriculum requirement, courses should stress the practical basics in one or more fields such as physics, chemistry, biology, and related sciences.  |                      | These are basic expectations for students qualifying for the Secondary School Graduation Diploma.  |
| Exceptional students | Until supplementary curriculum materials become available, principals of schools offering special vocational education may modify any of the guidelines to provide appropriate courses for exceptional students in the required subjects. | Criteria             | To be designated as English Studies, courses in English language and literature must satisfy the following criteria: they must have as their major purpose the development of the four language skills of reading, writing, listening, and speaking. Since a mastery of language is essential to the whole learning process, competence in its use is of paramount importance.                                   |
|                      |   |                      | A course in English Studies should enable students to communicate their thoughts with clearness, accuracy, and effectiveness. Practice in written expression will, therefore, be a basic component of any course designated as English Studies.  |
|                      |   |                      | In the study of grammar, spelling, and punctuation, emphasis should be placed on the functional and effective use of language, rather than on the abstract and theoretical application of rules. This statement does not preclude the possibility of a study of the history and growth of the English language or a study of linguistics being part of an English Studies program.                               |
|                      |   |                      | It is expected that the depth and complexity of courses will increase as students progress so that language skills will improve at each successive stage. Although the formal development of language skills is undertaken mainly by teachers of English, good standards of oral and written expression continue to be the responsibility of every teacher.  |



|   |  |                      |   |
|---|--|----------------------|---|
| Guidelines  | <p>The rationale of the following guidelines allows courses to be developed that would satisfy the criteria for English Studies:</p> <p><i>Anglais</i>, K-13, 1970<br/> <i>Communications and Business Procedures</i>, Senior Division, 1971<br/> <i>English Composition, Business Correspondence, and Language Study</i> RP.31, 1963<br/> <i>English</i>, Intermediate Division, 1969<br/> <i>English</i> R.P.S.4, 1967<br/> <i>English</i> S.4(13), 1968</p> | Diploma requirements | <p>Every student who entered the first year of an Ontario secondary school program between September 1, 1974, and August 31, 1977, must, in order to qualify for the Secondary School Graduation Diploma, successfully complete at least two credits in courses designated as Canadian Studies. Canadian Geography and/or Canadian History will replace the Canadian Studies requirements for students entering on or after September 1, 1977.</p>  |
|   | <p>Courses in English as a second language could also be designated English Studies, as could some courses developed from the guidelines <i>Dramatic Arts</i>, K-13, 1970, and <i>Screen Education</i>, K-13, 1970.</p>  | Definition           | <p>Canadian Studies are defined as courses that have as their major purpose a study of some aspect of Canadian society, be it historical, environmental, cultural, economic, political, geographic, or sociological.</p>  |
| Experimental courses  | <p>Although other guidelines might seem to provide basic themes and content for a course to be designated as English Studies, in most cases it would be difficult to satisfy both the prescribed objectives of these guidelines and the requirements for English Studies. Therefore, experimental course approval should be sought for any course in English Studies developed from guidelines other than those mentioned above.</p>                           | Criteria             | <p>In applying this definition to a particular course, the term "major purpose" is critical; to be classified as Canadian Studies a course must have as its major purpose helping the student to understand the nature of Canada's multicultural society. It would follow that the individual units or topics in a course designated as Canadian Studies could each be clearly shown to contribute to the major purpose.</p>  |
| Courses designated as both English Studies and Canadian Studies | <p>It should be noted that some courses in Canadian literature might be designated as both English Studies and Canadian Studies. Individual students, however, may only count a credit from such courses as English Studies or Canadian Studies, but not both.</p>   |                      | <p>It will be noted that in the criteria above the term "Canadian" is used in a societal context and not just as a geographic designation. Thus a Canadian Studies course must deal with circumstances that affect or have affected us as a society, showing their influence on our national condition and outlook. The fact that particular phenomena occur in Canada does not in itself constitute a reason for designating courses that deal with them as Canadian Studies.</p>  |
|   | <p>After consultation with staff members, the principal will assume final responsibility for determining the designation of courses. Information regarding courses should then be made available to students and their parents to help them understand the purposes and expectations of an English Studies program.</p>  | Guidelines           | <ol style="list-style-type: none"> <li>1. Courses developed from the following guidelines would automatically meet the criteria for Canadian Studies:<br/><br/> <i>Man and the Earth</i> (Geography), Intermediate Division, 1973, Canada section<br/> <i>History</i>, Intermediate Division, 1973</li> <li>2. Courses developed from the following guidelines might, with certain adaptations, meet the criteria for Canadian Studies while at the same time meeting the objectives of courses traditionally developed from these guidelines. Courses in Canadian literature constitute a special case; hence the list includes the guidelines from which such courses might be developed:<br/><br/> <i>Anglais</i>, K-13, 1970<br/> <i>Consumer Studies</i>, Intermediate and Senior Divisions, 1972/<i>Étude du consommateur</i>, cycle intermédiaire et cycle supérieur, 1972<br/> <i>Economics</i>, Senior Division, 1971<br/> <i>English</i> R.P.S.4, 1967<br/> <i>Environmental Science</i>, Intermediate and Senior Divisions, 1973/<i>Le milieu et nous</i>, cycle intermédiaire et cycle supérieur, 1973</li> </ol> |



Certificates Accepted for Credit in Music for the Secondary School Graduation Diploma (See page 8, note 5, Secondary School Graduation Diploma.)

*Français*, cycle supérieur, 1973  
*French* S.15A(11-12), 1970  
*Law*, Senior Division, 1972/*Le droit*, cycle supérieur, 1972  
*Man in Society* RP.48, 1965  
*Man, Science and Technology*, Intermediate and Senior Divisions, 1972  
*Urban Studies*, Senior Division, 1971

Courses from Other Ministry Guidelines

Experimental courses

The rationale and objectives of current guidelines not listed in the preceding section relate too exclusively to their nominal field of application to permit the development of courses meeting the criteria for Canadian Studies.

Some of these other guidelines contain sections that relate to the Canadian Studies theme. If one of these sections were enlarged to comprise an entire course, or if a number of such sections from different guidelines were combined, the resulting course would no longer be within the rationale of any single Ministry guideline and would require specific Ministry approval.

Courses from honour graduation guidelines

The secondary school honour graduation guidelines constitute a special case. Some of these provide potential vehicles for Canadian Studies, particularly *Geography/Géographie* S.7, 1968; *Home Economics* S.6(13), 1968; and *History*, Senior Division, 1970/*Histoire*, cycle supérieur, 1970. Further, honour graduation courses in *Français* S.46(13), 1968, *French* S.15A(13), 1968, *Anglais*, 1970, and *English* S.4(13), 1968, can be eligible if certain aspects are chosen, as described earlier in this appendix.

These courses may be counted towards the Secondary School Graduation Diploma provided they are not also counted towards the Honour Diploma. If they are used in this way and are designated as Canadian Studies by the principal, they may also be used to fulfil the Canadian Studies requirement.

One credit towards the Secondary School Graduation Diploma

Royal Conservatory of Music of Toronto

Grade VIII Practical and Grade II Rudiments

Western Ontario Conservatory, London

Grade VIII Practical and Grade II Rudiments

McGill Preparatory School of Music

Grade 10 Practical and Grade 10 Theory

Trinity College of Music, London, England

Grade VII Practical and Grade V Theory

Royal Schools of Music, London, England

Grade VII Practical and Grade VI Theory



## Appendix E:

### Certificates Accepted for Credit in Music for the Secondary School Honour Graduation Diploma

(See page 9, note 8, Secondary School Honour Graduation Diploma.)

*One credit towards the Secondary School Honour Graduation Diploma*

|  |   |
|--|---|
| Royal Conservatory of Music<br>of Toronto    | Grade IX Practical and<br>Grade III Harmony |
| Western Ontario Conservatory,<br>London      | Grade IX Practical and<br>Grade III Harmony |
| McGill Preparatory School<br>of Music        | Grade 11 Practical and<br>Grade 11 Theory   |
| Trinity College of Music,<br>London, England | Grade VIII Practical and<br>Grade VI Theory |
| Royal Schools of Music,<br>London, England   | Grade VIII Practical<br>Grade VIII Theory   |

## Appendix F:

### Intermediate and Senior Division Guidelines and Courses

(as of September, 1976)

#### Notes:

1. Publications that have been superseded by new guidelines have been omitted from this list. It is expected that within a reasonable time schools will replace courses based on the deleted publications with courses based on the new guidelines.

2. The number that precedes each guideline and course title is part of a coding system adopted by the Ministry. The codes and titles of courses correspond to those given in the "Course Enrolment by Guideline" section of the *School September Report, 1976*.

\* Guidelines for these courses are out of print until revisions are completed.

\*\* These publications do not contain a specific grade 13 syllabus; therefore, schools wishing to offer honour graduation level courses based on these guidelines should seek approval from the Regional Director of Education, as in the case of new or experimental courses.

† These guidelines outline courses acceptable for Secondary School Honour Graduation credit.

‡ These publications are currently in preparation.



| <i>Guideline code</i>                | <i>Guideline title</i>   | <i>Course code</i>            | <i>Course title</i>  |
|--------------------------------------|--|-------------------------------|--|
| <b>General and Multidisciplinary</b> |  |                               |  |
| G30-030                              | Classical Studies, Intermediate and Senior Divisions, 1976/<br>‡ Études classiques, cycle intermédiaire et cycle supérieur, 1976     | I12-010<br>S12-010            | Classical Studies (Classical Civilizations), 1976, Years 1 & 2<br>Classical Studies (Classical Civilizations), 1976, Years 3 & 4   |
| C11-010                              | ** Consumer Studies, Intermediate and Senior Divisions, 1972/<br>Étude du consommateur, cycle intermédiaire et cycle supérieur, 1972 | I11-010<br>S11-010            | Consumer Studies, 1972/Étude du consommateur, 1972, Years 1 & 2<br>Consumer Studies, 1972/Étude du consommateur, 1972, Years 3 & 4 |
| C10-010                              | Group Guidance, I.3 (& S.5), 1968  | I10-010<br>S10-010            | Group Guidance I.3 (& S.5), 1968, Years 1 & 2<br>Group Guidance I.3 (& S.5), 1968, Years 3 & 4                                     |
| C11-020                              | Informatics, Intermediate and Senior Divisions, 1972/<br>L'informatique, cycle intermédiaire et cycle supérieur, 1972                | I11-020<br>S11-020            | Informatics, 1972/L'informatique, 1972, Years 1 & 2<br>Informatics, 1972/L'informatique, 1972, Years 3 & 4                         |
| C11-030                              | ** Man, Science and Technology, Intermediate and Senior Divisions, 1972  | I11-030<br>S11-030            | Man, Science and Technology, 1972, Years 1 & 2<br>Man, Science and Technology, 1972, Years 3 & 4                                   |
| S11-040                              | ** Space and Man, Senior Division, 1969  | S11-040                       | Space and Man, 1969, Years 3 & 4   |
| <b>Official Languages</b>            |  |                               |  |
| N23-010                              | Anglais, K-13, 1970  | I23-010<br>S23-010<br>H23-010 | Anglais, 1970, Years 1 & 2<br>Anglais, 1970, Years 3 & 4<br>Anglais, 1970, Year 5  |
| I20-040                              | English, Intermediate Division, 1969   | I20-040                       | English, Intermediate Division, 1969, Years 1 & 2  |
| S20-020                              | English R.P.S.4, Senior Division, 1967   | S20-020                       | * English R.P.S.4, 1967, Years 3 & 4   |
| H20-030                              | English S.4(13), 1968  | H20-030                       | *† English S.4(13), 1968, Year 5   |
| I21-040                              | Français, niveau intermédiaire, 1971   | I21-040                       | Français, niveau intermédiaire, 1971, Years 1 & 2  |
| S21-050                              | Français, cycle supérieur, 1973  | S21-050                       | Français, cycle supérieur, 1973, Years 3 & 4   |
| H21-030                              | Français S.46(13), 1968  | H21-030                       | † Français, S.46(13), 1968, Year 5   |
| C22-020                              | French R.P.15, Intermediate and Senior Divisions, 1964   | I22-010                       | French I. & S.15, 1961, and French R.P.15, 1964, Years 1 & 2   |
| C22-010                              | Modern Languages I. & S.15 (French, German, Italian, Russian), 1961  | S22-010                       | French I. & S.15, 1961, and French R.P.15, 1964, Years 3 & 4   |
| T22-040                              | French I.15A(9-10), 1968   | I22-040                       | French I.15A(9-10), 1968, Years 1 & 2  |
| S22-060                              | French S.15A(11-12), 1970  | S22-060                       | French S.15A(11-12), 1970, Years 3 & 4   |
| H22-050                              | French S.15A(13), 1968   | H22-050                       | French S.15A(13), 1968, Year 5   |



| <i>Guideline code</i>  | <i>Guideline title</i>   | <i>Course code</i>   | <i>Course title</i>   |
|------------------------|--|--|---|
| <b>Other Languages</b> |  |  |   |
| G30-030                | Classical Studies, Intermediate and Senior Divisions, 1976/<br>‡ Études classiques, cycle intermédiaire et cycle supérieur, 1976 | I30-031<br>S30-031<br>H30-031<br>I30-030<br>S30-030<br>H30-030                       | (Greek) Classical Studies, 1976, Years 1 & 2<br>(Greek) Classical Studies, 1976, Years 3 & 4<br>† (Greek) Classical Studies, 1976, Year 5<br>(Latin) Classical Studies, 1976, Years 1 & 2<br>(Latin) Classical Studies, 1976, Years 3 & 4<br>† (Latin) Classical Studies, 1976, Year 5  |
| C22-010                | Modern Languages, I. & S.15 (French, German, Italian, Russian), 1961   | I31-010<br>S31-010<br>I32-010<br>I33-010<br>S33-010                                  | German I. & S.15, 1961, Years 1 & 2<br>German I. & S.15, 1961, Years 3 & 4<br>Italian I. & S.15, 1961, Years 1 & 2<br>Russian I. & S.15, 1961, Years 1 & 2<br>Russian I. & S.15, 1961, Years 3 & 4  |
| H31-030                | German S.15B(13), 1968   | H31-030  | † German S.15B(13), 1968, Year 5  |
| D32-020                | Italian S.15D, 1968<br>Italian S.15D(13), 1968   | S32-020<br>H32-020   | Italian S.15D, 1968, Years 3 & 4<br>† Italian S.15D, 1968, Year 5   |
| H33-020                | Russian S.15C(13), 1968  | H33-020  | † Russian S.15C(13), 1968, Year 5   |
| C34-020                | Spanish I. & S.43, 1964  | I34-020<br>S34-020   | Spanish I. & S.43, 1964, Years 1 & 2<br>Spanish I. & S.43, 1964, Years 3 & 4  |
| H34-030                | Spanish S.43(13), 1968/<br>‡ Espagnol S.43(13), 1968   | H34-030  | † Spanish S.43(13), 1968, Year 5  |
| <b>Mathematics</b>     |  |  |   |
| S40-020                | Computer Science, Senior Division, 1970  | S40-020  | Computer Science, 1970, Years 3 & 4   |
| T41-040                | Mathematics I.12C(9)(4 & 5), 1965  | I41-040<br>I41-041   | Mathematics I.12C(4), 1964, Years 1 & 2<br>Mathematics I.12C(5), 1964, Years 1 & 2  |
| T41-050                | Mathematics I.12D(10)(4), 1966   | I41-050  | Mathematics I.12D(4), 1966, Years 1 & 2   |
| T41-051                | Mathematics I.12D(10)(5), 1966   | I41-051  | Mathematics I.12D(5), 1966, Years 1 & 2   |
| T19-090                | Curriculum RP.35, 1962<br>(Occupational courses)   | I41-090  | * Mathematics RP.35, 1962, Years 1 & 2  |
| C91-010                | Technical Subjects RP.27, Intermediate and Senior Divisions, 1963  | I40-010  | Mathematics (Technical) RP.27, 1963, Years 1 & 2  |
| D40-060                | Mathematics, Senior Division, 1972/<br>‡ Mathématique, cycle supérieur, 1972   | S40-060<br>S40-061<br>S41-060<br>S41-061<br>H41-062<br>H41-063<br>H40-062<br>H41-064 | Mathematics Senior, 1972, Applications 1, Years 3 & 4<br>Mathematics Senior, 1972, Applications 2, Years 3 & 4<br>Mathematics Senior, 1972, Foundations 1, Years 3 & 4<br>Mathematics Senior, 1972, Foundations 2, Years 3 & 4<br>† Mathematics Senior, 1972, Algebra/Algèbre, Year 5<br>† Mathematics Senior, 1972, Calculus, Year 5<br>† Mathematics Senior, 1972, Mathematics of Investment, Year 5<br>† Mathematics Senior, 1972, Relations and Functions, Year 5 |



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|------------------------|---|--------------------|---|
| <b>Sciences</b>        |   |                    |   |
| S50-010                | Biology RP.50, 1963   | S50-010            | Biology RP.50, 1963, Years 3 & 4  |
| H50-020                | Biology, Grade 13, 1969   | H50-020            | † Biology, Grade 13, 1969, Year 5   |
| S51-020                | Chemistry RP.51, 1965   | S51-020            | Chemistry RP.51, 1965, Years 3 & 4  |
| S51-030                | Chemistry S.17D, 1966   | S51-030            | Chemistry S.17D, 1966, Years 3 & 4  |
| H51-040                | Chemistry S.17E, 1967/<br>‡ Chimie S.17E, 1967  | H51-040            | † Chemistry S.17E, 1967, Year 5   |
| C52-030                | ** Environmental Science, Intermediate and Senior Divisions, 1973/<br>Le milieu et nous, cycle intermédiaire et cycle supérieur, 1973 | I52-030            | Environmental Science, Intermediate and Senior Divisions, 1973/Le milieu et nous, 1973, Years 1 & 2 |
|                        |   | S52-030            | Environmental Science, Intermediate and Senior Divisions, 1973/Le milieu et nous, 1973, Years 3 & 4 |
| S53-010                | Geology RP.47, 1963   | S53-010            | Geology RP.47, 1963, Years 3 & 4  |
| S55-010                | Physics S.17A(11), 1966   | S55-010            | Physics S.17A, 1966, Years 3 & 4  |
| H55-020                | Physics S.17C, 1967/<br>‡ Physique S.17C, 1967  | H55-020            | † Physics S.17C, 1967, Year 5   |
| I54-030                | Science, Intermediate Division, 1972  | I54-030            | Science, Intermediate Division, 1972, Years 1 & 2   |
| S54-010                | Science RP.17, 1964   | S54-010            | Science (General) RP.17, 1964, Years 3 & 4  |
| C91-010                | Technical Subjects RP.27, Intermediate and Senior Divisions, 1963   | I54-080            | Science (Technical) RP.27, 1963, Years 1 & 2  |
|                        |   | S54-080            | Science (Technical) RP.27, 1963, Years 3 & 4  |
|                        |   | S51-010            | Industrial Chemistry RP.27, 1963, Years 3 & 4   |
| <b>Social Sciences</b> |   |                    |   |
| D60-010                | Economics, 1971   | S60-010            | Economics, 1971/Economics Canada, Years 3 & 4   |
|                        |   | H60-011            | † Economic Reasoning, An Introduction to, 1971, Year 5  |
| S61-010                | Geography RP.7, 1962  | S61-010            | * Geography RP.7, 1962, Years 3 & 4   |
| I61-050                | Man and the Earth (Geography), Intermediate Division, 1973/<br>L'homme et la terre (Géographie), cycle intermédiaire, 1973            | I61-050            | Geography (Man and the Earth), Intermediate, 1973, Years 1 & 2                                      |
| D61-030                | Geography S.7, 1968/<br>Géographie S.7, 1968  | S61-030            | Geography S.7, 1968/Géographie, 1968, Years 3 & 4   |
|                        |   | H61-030            | † Geography S.7, 1968/Géographie, 1968, Year 5  |
| S61-040                | ** Urban Studies, Senior Division, 1971   | S61-040            | Urban Studies, 1971, Years 3 & 4  |
| I62-040                | History, Intermediate Division, 1973  | I62-040            | History, Intermediate, 1973, Years 1 & 2  |
| D62-030                | History, Senior Division, 1970/<br>Histoire, cycle supérieur, 1971  | S62-030            | History, 1970/Histoire, 1971, Years 3 & 4   |
|                        |   | H62-030            | † History, 1970/Histoire, 1971, Year 5  |



| <i>Guideline code</i>              | <i>Guideline title</i>  | <i>Course code</i> | <i>Course title</i>   |
|------------------------------------|---|--------------------|---|
| T19-090                            | Curriculum RP.35, 1962 (Occupations)  | I63-090            | * Home Economics RP.35, 1962, Years 1 & 2   |
| S63-020                            | Home Economics RP.S.6, 1964   | S63-020            | Home Economics RP.S.6, 1964, Years 3 & 4  |
| H63-060                            | Home Economics S.6(13), 1968  | H63-060            | † Home Economics S.6(13), 1968, Year 5  |
| I63-080                            | Family Studies, Intermediate Division, 1973   | I63-080            | Family Studies, Intermediate, 1973, Years 1 & 2   |
| S63-050                            | Fashion Arts RP.54, 1967  | S63-050            | Fashion Arts RP.54, 1967, Years 3 & 4   |
| S63-030                            | Dietary Supervisors RP.52, 1966   | S63-030            | Dietary Supervisors RP.52, 1966, Years 3 & 4  |
| S63-040                            | Nursing Assistants RP.53, 1965  | S63-040            | Nursing Assistants RP.53, 1965, Years 3 & 4   |
| S63-070                            | ** Man in Society RP.48, 1965   | S63-070            | * Man in Society RP.48, 1965, Years 3 & 4   |
| S64-010                            | Law, Senior Division, 1972/<br>Le droit, cycle supérieur, 1972  | S64-010            | Law, 1972/Le droit, 1972, Years 3 & 4   |
| S65-020                            | ** People and Politics, Senior Division, 1972/<br>La politique et nous, cycle supérieur, 1972   | S65-020            | People and Politics, 1972/La politique et nous, 1972, Years 3 & 4   |
| S66-010                            | World Religions, Senior Division, 1971/<br>Les grandes religions, cycle supérieur, 1972   | S66-010            | World Religions, 1971/Les grandes religions, 1972, Years 3 & 4  |
| <b>Arts and Physical Education</b> |   |                    |   |
| I70-030                            | Art I.13 and Art I.13A (Bibliography), 1968/<br>‡ Arts I.13, 1968   | I70-030            | Art I.13 & I.13A, 1968, Years 1 & 2   |
| D70-040                            | Visual Arts (Towards Visual Awareness),<br>Senior Division, 1976/<br>‡ Les arts plastiques et visuels (Éveil au monde<br>visuel), cycle supérieur, 1976 | S70-040<br>H70-040 | Visual Arts (Towards Visual Awareness),<br>Senior Division, 1976, Years 3 & 4<br>† Visual Arts (Towards Visual Awareness),<br>Senior Division, 1976, Year 5 |
| N71-010                            | ** Dramatic Arts, K-13, 1970/<br>Art dramatique, J-13, 1970   | I71-010<br>S71-010 | Dramatic Arts, 1970/Art dramatique, 1970,<br>Years 1 & 2<br>Dramatic Arts, 1970/Art dramatique, 1970,<br>Years 3 & 4  |
| I72-050                            | Music, Intermediate Division,<br>1972/Musique, cycle intermédiaire, 1975  | I72-050            | Music, Intermediate, 1972/Musique, 1975,<br>Years 1 & 2   |
| C72-020                            | * Music (Instrumental) I. & S.16B, 1967   | S72-020            | Music (Instrumental) I. & S.16B, 1967,<br>Years 3 & 4   |
| C72-010                            | * Music (Vocal) I. & S.16A, 1967  | S72-010            | * Music (Vocal) I. & S.16A, 1967, Years 3 & 4   |
| D72-030                            | Music S.16, 1968  | H72-030            | Music S.16, 1968, Year 5  |
| I73-050                            | Physical and Health Education,<br>Intermediate Division, 1973/<br>Éducation physique et hygiène, cycle<br>intermédiaire, 1975                           | I73-050            | Physical and Health Education,<br>Intermediate, 1973/ Éducation physique et<br>hygiène, 1975, Years 1 & 2   |
| S73-060                            | Physical and Health Education, Senior<br>Division, 1975/<br>‡ Éducation physique et hygiène, cycle<br>supérieur, 1975                                   | S73-060            | Physical and Health Education, Senior<br>Division, 1975, Years 3 & 4  |
| N74-010                            | ** Screen Education in Ontario, K-13, 1970  | I74-010<br>S74-010 | Screen Education, 1970, Years 1 & 2<br>Screen Education, 1970, Years 3 & 4  |

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|-------------------------|--|---|---|
| <b>Business Studies</b> |  |   |   |
| S80-060                 | * Introduction to Accounting, Senior Division, 1970  | S80-060   | * Accounting, Introduction to, 1970, Years 3 & 4  |
| G80-010                 | * Curriculum RP.31, (Commercial Subjects)  | H80-010<br>S82-011<br>S82-015<br><br>I82-016<br><br>S84-010<br><br>I82-017<br>S82-017<br>I82-018<br>H84-011<br>I84-012<br>S84-012 | *† Accountancy Practice RP.31, 1963, Year 5<br>* Business Finance RP.31, 1963, Years 3 & 4<br>* Business Organization & Management RP.31, 1963, Years 3 & 4<br>* Business Practice RP.31, 1963, Years 1 & 2<br>* English Composition, Business Correspondence, and Language Study RP.31, 1963, Years 3 & 4<br>* Penmanship RP.31, 1963, Years 1 & 2<br>* Penmanship RP.31, 1963, Years 3 & 4<br>* Record Keeping RP.31, 1963, Years 1 & 2<br>† Secretarial Practice RP.31, 1963, Year 5<br>* Shorthand RP.31, 1963, Years 1 & 2<br>* Shorthand RP.31, 1963, Years 3 & 4     |
| S81-030                 | Data Processing RP.33, 1966  | S81-031<br><br>S81-032<br><br>S81-033<br><br>S81-034<br><br>S81-035<br><br>S81-036<br><br>S81-037<br><br>S81-038                  | Data Processing, Basic Programming RP.33, 1966, Years 3 & 4<br><br>Data Processing, Business Systems Programming RP.33, 1966, Years 3 & 4<br><br>Data Processing, Computer Concepts RP.33, 1966, Years 3 & 4<br><br>Data Processing, Computer Fundamentals RP.33, 1966, Years 3 & 4<br><br>Data Processing, Business Data Processing RP.33, 1966, Years 3 & 4<br><br>Data Processing, Special Commercial RP.33, 1966, Years 3 & 4<br><br>Data Processing, Systems Design RP.33, 1966, Years 3 & 4<br><br>Data Processing, Unit Record Fundamentals RP.33, 1966, Years 3 & 4 |
| C82-020                 | Machine Applications, Intermediate and Senior Divisions, 1976/<br>‡ Utilisation des machines, cycle intermédiaire et cycle supérieur, 1976           | I82-020<br>S82-020  | Machine Applications, 1976, Years 1 & 2<br>Machine Applications, 1976, Years 3 & 4  |
| C83-030                 | Marketing and Retail RP.32, 1964   | S83-021<br><br>S83-022<br><br>S83-023<br><br>S83-024<br><br>I83-025   | Marketing, Advertising and Sales Promotion RP.32, 1964, Years 3 & 4<br>Marketing, Evolution of, RP.32, 1964, Years 3 & 4<br>Marketing, Process of, RP.32, 1964 Years 3 & 4<br>Marketing, Traffic, Shipping and Transportation RP.32, 1964, Years 3 & 4<br>Merchandising (Retail) RP.32, 1964, Years 1 & 2   |
| T19-090                 | * Curriculum RP.35, 1962 (Occupations)   | I83-090   | * Merchandising RP.35, 1962, Years 1 & 2  |
| C84-040                 | Personal Typing I. and S.31A, Intermediate and Senior Divisions, 1969/<br>‡ Dactylographie personnelle, cycle intermédiaire et cycle supérieur, 1969 | I84-040<br><br>S84-040  | Typewriting, Personal I. and S.31A, 1969, Years 1 & 2<br>Typewriting, Personal I. and S.31A, 1969, Years 3 & 4  |
| C84-050                 | Basic Business Typing, Intermediate Division, and Communications and Business Procedures, Senior Division, 1971                                      | I84-050<br><br>S84-051  | Typewriting, Basic Business, 1971, Years 1 & 2<br>Communications and Business Procedures, 1971, Years 3 & 4   |



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|                       | <b>Technological Studies</b>                                      |                    |   |
| C91-010               | Technical Subjects RP.27, Intermediate and Senior Divisions, 1963 | I90-010            | Drafting RP.27, 1963, Years 1 & 2                                     |
|                       |   | I90-011            | Graphic Arts RP.27, 1963, Years 1 & 2                                 |
|                       |   | I91-010            | Air Conditioning & Refrigeration RP.27, 1963, Years 1 & 2             |
|                       |   | S91-010            | Air Conditioning & Refrigeration RP.27, 1963, Years 3 & 4             |
|                       |   | I91-012            | Plumbing RP.27, 1963, Years 1 & 2                                     |
|                       |   | S91-012            | Plumbing RP.27, 1963, Years 3 & 4                                     |
|                       |   | I91-013            | Woodworking (General) RP.27, 1963, Years 1 & 2                        |
|                       |   | I91-011            | Applied Electricity RP.27, 1963, Years 1 & 2                          |
|                       |   | S92-010            | Drafting (Electrical) RP.27, 1963, Years 3 & 4                        |
|                       |   | I95-010            | Machine Shop Practice RP.27, 1963, Years 1 & 2                        |
|                       |   | I95-011            | Sheet Metal Practice RP.27, 1963, Years 1 & 2                         |
|                       |   | S95-011            | Sheet Metal Practice RP.27, 1963, Years 3 & 4                         |
|                       |   | I95-012            | Welding RP.27, 1963, Years 1 & 2                                      |
|                       |   | S95-012            | Welding RP.27, 1963, Years 3 & 4                                      |
|                       |   | I95-013            | Woodworking (Pattern Making and Casting) RP.27, 1963, Years 1 & 2     |
|                       |   | S95-013            | Woodworking (Pattern Making and Casting) RP.27, 1963, Years 3 & 4     |
|                       |   | I96-010            | Exploratory Shop Rounds with 1/3 or less credit per subject           |
|                       |   | S96-010            | Project Design Technology, Years 3 & 4                                |
|                       |   | I99-010            | Aircraft RP.27, 1963, Years 1 & 2                                     |
|                       |   | S99-010            | Aircraft RP.27, 1963, Years 3 & 4                                     |
|                       |   | I99-011            | Auto Body Repair RP.27, 1963, Years 1 & 2                             |
|                       |   | S99-011            | Auto Body Repair RP.27, 1963, Years 3 & 4                             |
|                       |   | I99-012            | Auto Mechanics RP.27, 1963, Years 1 & 2                               |
|                       |   | S99-012            | Auto Mechanics RP.27, 1963, Years 3 & 4                               |
| T19-090               | Curriculum RP.35, 1962 (Occupations)                              | I90-090            | * Drafting (Blueprint Reading and Sketching) RP.35, 1962, Years 1 & 2 |
|                       |   | I91-090            | * Carpentry RP.35, 1962, Years 1 & 2                                  |
|                       |   | I91-091            | * Masonry and Allied Trades RP.35, 1962, Years 1 & 2                  |
|                       |   | I92-090            | * Electrical Appliance Repair RP.35, 1962, Years 1 & 2                |
|                       |   | I93-090            | * Restaurant Services RP.35, 1962, Years 1 & 2                        |
|                       |   | I52-090            | * Floriculture RP.35, 1962, Years 1 & 2                               |
|                       |   | I52-091            | * Horticulture RP.35, 1962, Years 1 & 2                               |
|                       |   | I94-090            | * Drycleaning and Pressing RP.35, 1962, Years 1 & 2                   |
|                       |   | I94-092            | * Janitorial Services RP.35, 1962, Years 1 & 2                        |
|                       |   | I94-091            | * Painting and Decorating RP.35, 1962, Years 1 & 2                    |
|                       |   | I95-090            | * Sheet Metal RP.35, 1962, Years 1 & 2                                |
|                       |   | I95-091            | * Welding and Cutting RP.35, 1962, Years 1 & 2                        |
|                       |   | I96-090            | Multi-Subject Occupational Shops                                      |
|                       |   | I97-090            | * Hairdressing RP.35, 1962, Years 1 & 2                               |
|                       |   | I97-092            | * Hospital Services RP.35, 1962, Years 1 & 2                          |
|                       |   | I97-091            | * Nursery School and Child Care RP.35, 1962, Years 1 & 2              |
|                       |   | I98-090            | * Industrial Sewing RP.35, 1962, Years 1 & 2                          |
|                       |   | I98-091            | * Upholstery RP.35, 1962, Years 1 & 2                                 |
|                       |   | I99-090            | * Auto Body Repair RP.35, 1962, Years 1 & 2                           |

| <i>Guideline code</i> | <i>Guideline title</i>  | <i>Course code</i> | <i>Course title</i>  |
|-----------------------|---|--------------------|--|
| S90-100               | Graphic Arts, Senior Division, 1972   | S90-100            | Graphic Arts, 1972, Years 3 & 4  |
| S91-080<br>S91-081    | Elements of Construction Technology, Senior Division, 1970, and Supplement, 1970/<br>‡ Eléments de technologie de la construction, cycle supérieur, 1970, et supplément, 1970 | S91-080            | Elements of Construction Technology, 1970 Years 3 & 4  |
| S92-070               | Elements of Computer Technology, Senior Division, 1971/<br>‡ Notions d'informatique, cycle supérieur, 1971  | S92-070            | Elements of Computer Technology, 1970, Years 3 & 4   |
| S92-050<br>S92-051    | Elements of Electrical Technology S.27B, 1969, and Supplement to S.27B, 1969/<br>‡ Eléments de technologie de l'électricité S.27B, 1969 et supplément S.27B, 1969             | S92-050            | Elements of Electrical Technology S.27B, 1969, Years 3 & 4   |
| S94-030               | * Agricultural Mechanics RP.27A, 1966/<br>‡ Mécanique agricole RP.27A, 1966   | S94-030            | * Agricultural Mechanics RP.27A, 1966, Years 3 & 4   |
| S95-060<br>S95-061    | Elements of Mechanical Technology S.27D, 1968, and Supplement to S.27D, 1968/<br>‡ Eléments de technologie mécanique S.27D, 1968 et supplément, 1968                          | S95-060            | Elements of Mechanical Technology S.27D, 1969, Years 3 & 4   |
| S95-040               | Industrial Physics S.27C(11-12), 1967/<br>‡ Physique industrielle S.27C, 1967   | S95-040            | Industrial Physics S.27C, 1967, Years 3 & 4  |
| C96-020               | Industrial Arts I.19 and S.19, 1962   | I96-020<br>S96-020 | Industrial Arts I.19 and S.19, 1962, Years 1 & 2<br>Industrial Arts I.19 and S.19, 1962, Years 3 & 4 |



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